MEETING AGENDA

The mission of Eden Prairie Schools is to inspire each student to learn continuously so they are empowered
To reach personal fulfillment and contribute purposefully to our ever-changing world.

1. **CONVENE -** *6:00 PM*
School Board Members
Aaron Casper, Abby Libsack, Kim Ross, Charles "CJ" Strehl, Dennis Stubbs

Board Vice-Chair, Steve Bartz will join the meeting remotely from 9259 Amsden Way, Eden Prairie, and Board Member Debjyoti "DD" Dwivedy will also join the meeting remotely under Minnesota Statue 13D.01, Subdivision 1(b).(1)

2. **Discuss Screen Time/Face-to-Face Risks/Policy**

3. **Discuss Board Workshop Training/Retreat** *(slotted on the Work Plan)*

4. **Mechanics of Monitoring**

5. **Work Plan Changes Document**

6. **2023-24 Annual Work Plan** *(Jan-Jun)*

7. **Confirm Agenda for next Board Workshop**

8. **Adjournment**

A conversation about technology and learning

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Department of
Family Social Science

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Outline

- About Me
- Context since COVID-19
- Digital and in-person communication
- How is adolescent development associated with technology use
- Is technology use good or bad?
- Thinking about AI in the future
- Recommendations

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About Me

- Researcher
  - Studying teen and parent technology use for 20+ years
  - The impact of COVID-19 on education a partnership with suburban middle schools
- Extension faculty member
  - Trainings for professionals working with youth and families
  - Workshop for youth and parents, often in partnership with K-12 schools
- Parent

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What's different since COVID-19?

- During the first half of March 2020 there was a 1087% increase in the download of educational apps.
- Nearly two thirds of parents (63%) reported they lowered their standards for what they thought was appropriate screen time for their children during the pandemic.
- Expectations for schools also changed:
  - 49% of adults in 2021 said that K-12 schools have a responsibility to provide all students with laptop or tablet to complete their coursework during COVID-19, up from 37% in 2020.
- "Despite the negative content they see, digital media has been a lifeline for many of them to access critical health information, stay connected to their peers, find inspiration, and receive comfort in a difficult time."

https://www.pewresearch.org/internet/2021/09/01/the-internet-and-the-pandemic/

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Digital communication

- In a study of 9-15 year olds, who were tracked daily and over time:
  - total screen time on average each day was, 4hrs, 10min.
    - 47 min for school work (slightly more than 10% of their total tech time)
    - about 75% of their time is spent for communication and entertainment
- Digital communication does not replace in-person communication but complements it
- Digital communication does not inherently reduce the quality of relationships

Jensen, M., George, M.J., Russell, M.A., Lippold, M.A. and Odgers, C.L. (2021). Daily parent-adolescent digital exchanges. Research on Child and Adolescent Psychopathology, 49, 1125-1138. https://doi.org/10.1007/s10802-020-00765-x

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In-person communication is still important

- Young people still want in-person communication across ages and across studies (of 13-18 year olds)
  - 78.4% of adolescents want to "receive or offer advice or recommendations" in-person
  - 79.9% want to "receive or offer emotional support" in-person
  - 62.5% want to "make plans" in person
  - 22.6% avoid technology "because it distracts me from really connecting with others"
  - 54.1% choose technology "because I find it easier to communicate online than in real life"

Dworkin et al.

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In-person and digital communication are different

- When followed daily, there was little consistent evidence that adolescents' quantity of daily digital technology use detracted from the amount of time they spend interacting with close others.
  Jensen, M., George, M.J., Russell, M.A., Lippold, M.A. and Odgers, C.L. (2021). Daily parent-adolescent digital exchanges. Research on Child and Adolescent Psychopathology, 49, 1125-1138. https://doi.org/10.1007/s10802-020-00765-x

- In person interactions compared to zoom activates different parts of the brain, increases eye contact and social cues (https://www.sciencealert.com/something-strange-happens-to-the-human-brain-during-zoom-calls)

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What's going on with adolescent development?

- **The adolescent's brain is different from both the child's brain and the adult's brain.**
- Young brains are still developing:
  - Experiences and interactions contribute to that development
  - New experiences, experiences that allow in person connections, create different opportunities for brain connections
  - At the same time, there are important changes in how teens process social and emotional information
- Brain plasticity makes adolescence a time of considerable opportunity for intervention.
- This means there are individual differences in brain structure and function that can be linked to differences in experience.

https://www.sciencedirect.com/science/article/abs/pii/S0278262609002127?via%3Dihub

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Is technology use good or bad?

- It's complicated
  - It can be really beneficial to individuals and their relationships, increase access to information, learning, and support.
    AND
  - It can be also be all consuming, distracting, take time away from other activities or relationships, and increase access to inappropriate information or dangerous people.

- "When used intentionally and appropriately, technology and interactive media are effective tools to support learning and development." (from A joint position statement issued by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College)

- It should be goal directed and there should be a need for the tools and information that can be found online.

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"Preparing students for a world we can't quite even imagine is a true challenge."

https://www.commonsense.org/education/articles/chatgpt-and-beyond-how-to-handle-ai-in-schools

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What's coming: Responsible AI

- A commitment to fairness, equity, and inclusion
- More AI won't necessarily mean more access and won't mean equal access
- Hard to be critical when we don't understand the back-end programming
- Concerns with plagiarism and inaccurate information
- Growing public concern about the role of AI in daily life
  https://www.pewresearch.org/short-reads/2023/08/28/growing-public-concern-about-the-role-of-artificial-intelligence-in-daily-life/
  https://www.responsible.ai/post/ai-vs-responsible-ai-why-is-it-important

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Recommendations

- Youth Advisory Committee
- Collect data regarding how students are using their devices and how that's associated with SEL outcomes
- Document instructional contact time
- Engage experts from multiple disciplines
- Ongoing support for teachers and students

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Resources

- Common Sense Media
  - ChatGPT and Beyond: How to Handle AI in Schools

https://www.commonsense.org/education/articles/chatgpt-and-beyond-how-to-handle-ai-in-schools
  - SEL in digital life resource center

https://www.commonsense.org/education/SEL
  - Use media to start important conversations about artificial intelligence.

https://www.commonsense.org/education/articles/ai-movies-books-and-podcasts-to-discuss-in-the-classroom

- International Society for Technology in Education - a framework that guides educators, leaders and coaches in using technology to create high-impact, sustainable, scalable and equitable learning experiences. They have been adopted by all U.S. states and many countries worldwide.

https://iste.org/standards

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<u>**Protecting the value of Human-to-Human Interactions in EP Schools- Policy Consideration:**</u>
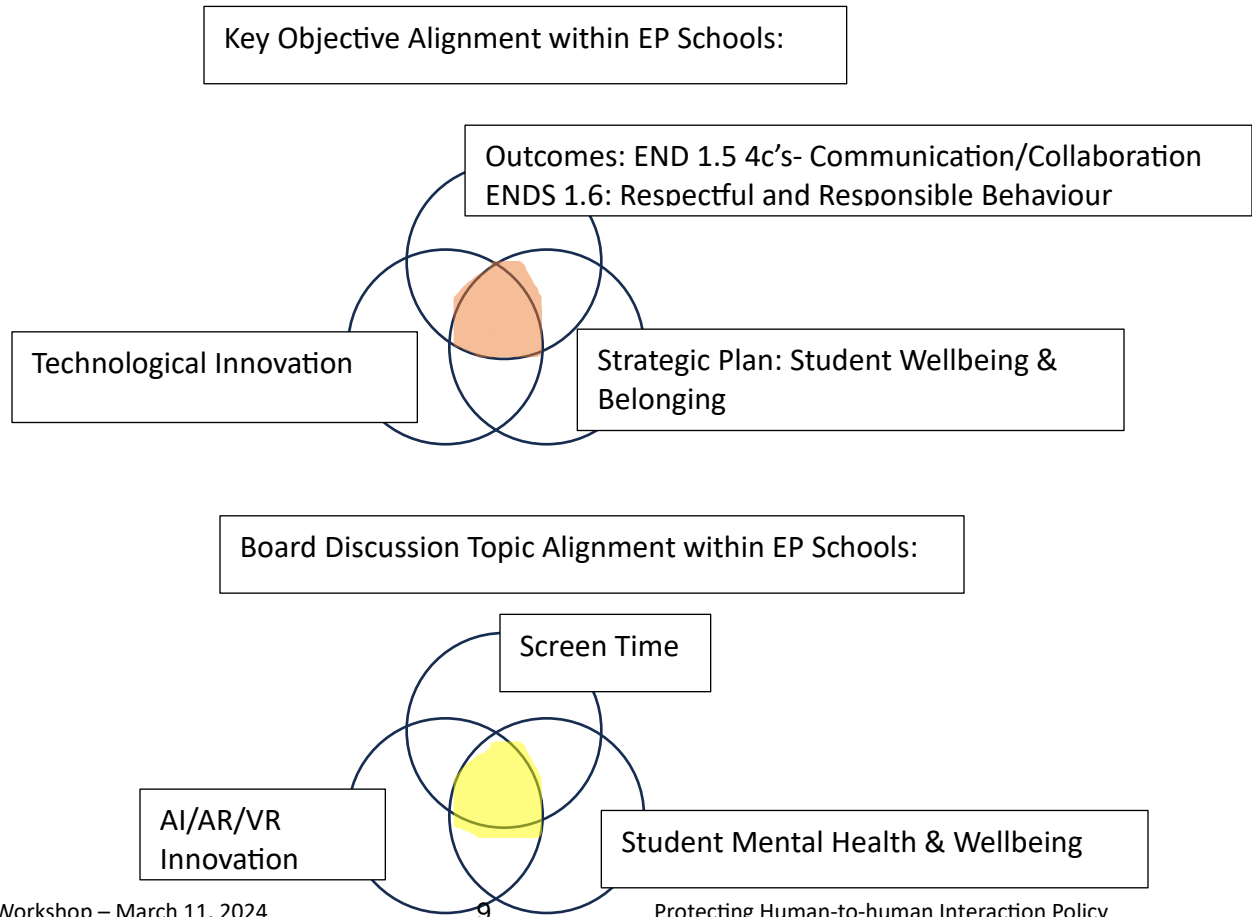**likely an E.L. under Treatment of Students**

<u>**Executive Summary:**</u>
It is not inevitable that EPS will maintain optimal human-to-human interactions unless we decide as a Board/District that it is a core value to be protected.

We have the opportunity to be intentional about our use and deployment of technology (Ipads, Macs, AR/VR, AI, etc.) to optimize educational outcomes, manage costs, and support student emotional development <u>while protecting the value human-to-human interaction</u>.

Technological innovation will challenge the alignment and intersection of critical district objectives and cost/efficiency tradeoffs in the future. Now is the time to be clear and intentional on the value of Human-to-Human interaction. This will allow the district to prepare and school board to be proactive in our governance responsibilities.

This policy document is designed to bring together three areas of recent board discussions and focus into a unified approach that values the importance of relationships and connectiveness. This policy is not designed to prescribe how the administration implements the policy- only on the value the board places on this area moving forward into alignment with EP School student objectives.

Key Objective Alignment within EP Schools:

Outcomes: END 1.5 4c's- Communication/Collaboration
ENDS 1.6: Respectful and Responsible Behaviour

Technological Innovation

Strategic Plan: Student Wellbeing & Belonging

Board Discussion Topic Alignment within EP Schools:

Screen Time

AI/AR/VR Innovation

Student Mental Health & Wellbeing

How did we get here:
Earlier in the year, the BDC surveyed the board on topics that they wanted to investigate. The board's top 3 areas were:
- Screen time
- Mental Health
- AI

The board instructed the BDC to investigate the top 2 because AI was being covered in a separate management presentation (scheduled for 2/2024). We have assembled a response on screen time that actually incorporates information that relates to all three.

What is the Problem and Why consider a Policy?
Problem: Technology user friendliness will become even more prevalent with the rise of AI/AR/VR and the growth of on-line schools, resulting in increased screen disintermediation of social development, relationships, and community connectiveness due to intentional and un-intentional digital exposure.

Problem: As technology becomes ever more efficient and effective, the marginal cost to deploy AR/VR/AI will provide significant cost benefits versus the potential loss of human-to-human connectiveness. These natural cost pressures could/will incent school districts to sub-optimally utilize technology at the expense of human-to-human relationships, interactions, and connectiveness.

Problem: The reduction in human-to-human interactions and non-intentional screen time disrupts the social and emotional development of our children and can lead to negative outcomes including: impulsive behavior, classroom disruptions, depression, loneliness, addiction, and non-educational usage (i.e. games) during the school day. All these factors can negatively impact our strategic goals and ENDs outcomes.

Statement: Some on the school board believe this is an important area of concern today and will increasingly be an area of concern/opportunity over the next decade as technology becomes more imbedded in our lives. We believe the school districts that are proactive and intentional in this area will create the runway needed to prepare for these coming changes. This prioritization and differentiation could/will distinguish EP Schools amongst neighboring districts- allowing EPS students and staff to thrive and achieve extraordinary educational outcomes.

Current District Direction/Guidance:
The district has established and recently updated a white paper/policy guidance on 10/12/2023 that outlines the following key points:
- Differentiation of passive vs active engagement with screens

- Current studies on the topic (NIH, Mayo, etc.)
- The importance of oversight, taking breaks, bodily movement and activity oversight
- Use of technological resources using the following framework:
    - Partnership
    - Responsiveness
    - Rigor
    - Authenticity

Link to Whitepaper
- https://docs.google.com/document/d/1n3JF9dKjNXDo5XZP5OfZ6_wzECGwRgUIYofmpkJR8U4/edit

Why the white paper requires additional School Board action:
Although the white paper guidance is an excellent first step in defining the screen time challenges facing our students and staff, the policy does not define the rapidly changing dynamic associated with technology disintermediation of human-to-human relationships through screens. Further, it does not connect back to School Board policy to ensure alignment with objectives, measurement/oversight, or resourcing from the school board.

Objective of New Policy:
Provide the EP School district administration clear policy direction on the value of human-to-human interaction, including the intentional use of screen time to optimize educational outcomes while minimizing the hazards of excessive screen time, and protecting the benefits that are derived from human-to-human interactions.

Intention of the policy:
 To allow the board to perform its governance responsibilities to set objectives (what), allocate resourcing, and **evaluate/measure** the district towards this goal: Policy, as written in the **positive:**

The superintendent will ensure a balanced and intentional use of human and computer-based classroom interactions to:
1. optimize student educational outcomes,
2. value human-to-human interactions in support of district objectives/ENDS
3. support emotional and relationship development and communication development between students and staff
4. minimize non-educational use of district devices,
5. support student well-being and mental health
6. provide parental transparency/choice over individual child digital usage,

A draft policy consideration: Written in the form of an Executive Limitation:
2.0 Treatment of students:
The superintendent shall not allow an environment where the value of human-to-human interaction is not evaluated, valued, and protected when developing/implementing:

technological solutions, technology use standards (including screen time), instructional design and professional development, and classroom instruction.

Policy Considerations- Measurement
- Codifies the human-to-human value in EPS policy- provides SB governance authority
- Provides baseline and foundation for growth and space for creativity/innovation

Policy Considerations- Strategic Pillar Alignment:
- Supports: Authentic learning
- Supports: Student and Staff Well-being
- Supports Belonging

Policy Consideration: Alignment with ENDS Policies:
- Directly supports 4C's
- Third Grade Reading (Fluency CMBr)
- Responsible/Respectful behavior
- Overall Educational outcomes

Policy Consideration: Reinforces the importance of student and staff relationships:
- Recognizes the value provide by our supportive, caring, engaging teachers.
- Provides opportunity to maximize relationships development between teachers and students.
- Creates defied space/policy value for student relationship development.

Policy Consideration: Community Feedback:
- Recognizes the value of student engagement, activity, and interaction (vs static screen engagement)- more support for clubs/sports and physical activity
- Maintaining student connectiveness helps student and staff mental health, which has been a significant concern across the community.
- Reinforces the importance of 4C development.

How to Support Board/Admin consideration of this policy:
- Provided board with extensive consolidated research on topic (Email Packet of research)
- Presentation by Administration on existing policies, procedures, and measurement of risks/rewards to allow existing efforts to align with policy including what metrics they can provide to the board currently and potentially in the future
- External Speaker to provide additional info/expert advice

What this policy Is Not:
- Does not prescribe how much or what type of screen time is optimal
- Does not define the how, to implement, not focused on the Means but the END
- Does not require the perfect answer/approach today
- Reactionary to recent events- policy is very forward looking

Consolidated Resources:
High-level summary/links
https://www.physicianscenter.org/parents/parenting-resources/articles/technology-use-screen-time-impacting-relationships/

On-line/Screens linkage to mental health
https://pubmed.ncbi.nlm.nih.gov/32699514/

Current research requires better measurement: There is time
https://link.springer.com/article/10.1007/s00127-020-01858-0

https://www.teensandtech.org/our-research/research-projects

Managed/thoughtful use might be key
https://pubmed.ncbi.nlm.nih.gov/32699513/

Face to Face matters:
https://www.fastcompany.com/90491367/screens-are-lifesavers-right-now-but-theyre-still-relationship-wreckers

Face-to-Face human interaction matters: COVID highlights:
https://www.nature.com/articles/s41598-023-34957-4

Impact to Social Skills- 4C's (UCLA study)
https://time.com/3153910/why-access-to-screens-is-lowering-kids-social-skills/

Good overview:
https://www.apa.org/monitor/2020/04/cover-kids-screens

Impacts:
H-60.911 Harmful Effects of Screen Time in Children | AMA (ama-assn.org)

Surgeon General Issues New Advisory About Effects Social Media Use Has on Youth Mental Health | HHS.gov

H-60.911 Harmful Effects of Screen Time in Children | AMA (ama-assn.org)

The health effects of screen time on children: A research roundup (journalistsresource.org)

Trends in Screen Time Use Among Children During the COVID-19 Pandemic, July 2019 Through August 2021 | Child Development | JAMA Network Open | JAMA Network

Impact on Health:
Association of Physical Activity and Screen Time With Body Mass Index Among US Adolescents | Adolescent Medicine | JAMA Network Open | JAMA Network

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9638701/

Screen time and early adolescent mental health, academic, and social outcomes in 9- and 10- year old children: Utilizing the Adolescent Brain Cognitive Development ℠ (ABCD) Study - PubMed (nih.gov)

https://pubmed.ncbi.nlm.nih.gov/30264607/

TED Talk from Sherry Turkle: Connections
https://www.ted.com/talks/sherry_turkle_connected_but_alone?language=en

Social Impacts:
https://www.psychologytoday.com/us/blog/the-fallible-mind/202207/how-screens-interfere-the-innate-drive-socialise
https://universe.byu.edu/2023/02/01/screen-time-is-harming-in-person-connection/
https://www.sciencedirect.com/science/article/pii/S2211335518301827

Dopamine, social media, and screens:
https://sitn.hms.harvard.edu/flash/2018/dopamine-smartphones-battle-time/

Jodi Dworkin:
https://www.cbsnews.com/minnesota/news/talking-points-pandemics-impact-on-youth-mental-health/

Talking screen time with U of M | University of Minnesota (umn.edu)- Prof Dworkin (UMN-TC)

https://onlinelibrary.wiley.com/doi/10.1111/fare.12811

https://www.getready.state.mn.us/pdfGR/Navigating_Teen_Technology_and_Social_Media_Use_PowerPoint.pdf

Eden Prairie School Board

Policy Monitoring Walkthrough

March 11, 2024

EDEN PRAIRIE SCHOOLS
Inspiring each student every day

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Purpose of Policies

Ends Policies – Results being achieved by students – Is reasonable progress being made?

Executive Limitations – District operations – Is the superintendent compliant with the guidelines set by the board?

Board Management Delegation – Relationship between the board and the superintendent – Is Board behavior compliant with the guidelines set for Board/Superintendent working relationship?

Governance Process – How the Board does its work – Is Board behavior compliant with the guidelines set for how it does its work?

Policy Monitoring Votes

- Ends Policies (motions are in the monitoring report)
  - Is the operational interpretation reasonable?
  - Does the evidence as presented in the measurement plan support the operational interpretation?
  - Does the evidence presented support the Superintendent's assertion that reasonable progress has/has not been made?

- Executive Limitation Policies
  - Is the operational interpretation reasonable?
  - Does the Board accept the Superintendent's assertion that the policy is in or out of compliance? [Implied that the data supports the assertion.]

- Board Management Delegation and Governance Process Policies
  - Is the Board's behavior in or out of compliance with the policy?

Policy Monitoring Examples

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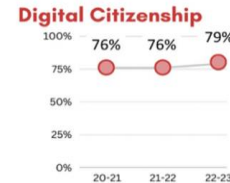
Ends Monitoring Example - [Ends 1.6](#)

- Each student demonstrates the knowledge that citizens and residents of the United States need to contribute positively to society.
- Digital citizenship conversation:
  - OI - In our 21st century society, students must develop and model citizenship, including digital citizenship. Developing the attributes of a good citizen are essential for all students to create a productive and effective local, national, and global community. To become a digital citizen, students must learn respect for [19] themselves and others, how to educate themselves and others, and how to protect themselves and others in a technology-rich world.
  - Measurement Plan - Digital Citizenship: Assessed by the 4Cs Proficiency Scales
    - Student proficiency of digital citizenship is measured through the 4Cs performance assessments embedded into content area assessments. Teachers utilize proficiency scales to measure the 21st Century Skills defined within the categories of critical thinking, communication, collaboration, and creativity.

Ends Monitoring Example - [Ends 1.6](#)

- Digital Citizenship: Target for 2022-2023
  - The percentage of students in grades EC-2, 3-5, 6-8, 9-12 proficient in the area Digital Citizenship will increase by 2 percentage points over the 2021-2022 results.
- Evidence Presented:

Digital Citizenship

Students Proficient in Digital Citizenship by Grade Band	20-21	21-22	22-23
All Grades	**76%**	**76%**	**79%**
Early Childhood	92%	83%	84%
Early Elementary	57%	59%	58%
Upper Elementary	70%	63%	73%
Middle	89%	91%	92%
High	86%	83%	86%

Digital Citizenship

	Overall			Non-EL & Non-SpEd			EL			SPED			FRP		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall	**76%**	**76%**	**79%**	**81%**	**81%**	**84%**	**55%**	**54%**	**61%**	**48%**	**51%**	**56%**	**60%**	**60%**	**67%**
Asian	83%	84%	86%	88%	89%	90%	60%	64%	66%	44%	50%	55%	75%	68%	73%
Black or African American	60%	62%	67%	65%	69%	74%	54%	49%	51%	30%	32%	37%	56%	57%	65%
Hispanic/Latino	68%	68%	75%	77%	75%	81%	49%	56%	70%	45%	46%	55%	64%	65%	71%
Two or more races	70%	75%	77%	75%	80%	79%	<10	<10	<10	44%	49%	62%	54%	57%	64%
White	81%	81%	83%	84%	83%	86%	62%	54%	63%	57%	62%	64%	66%	66%	71%

Note: Groups with fewer than 10 students, including American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander, are not shown to protect student confidentiality.

Executive Limitations Monitoring Example - EL 2.4

- EL Monitoring Observation
  - Rear view mirror monitoring of OI
  - Important to evaluate if the environment, operations, statutory requirements have changed.
  - Evidence can be data, descriptions of procedures and/or actions performed.

- EL 2.4 - Treatment of Staff - The Superintendent shall not cause or allow a work environment that is unsafe, unwelcoming, inequitable, disrespectful, unclear or that otherwise inhibits effective staff performance. [21]
- Monitored child policies with one motion.

Board Management Delegation and Governance Process Policy Monitoring

- Assessment of compliance is often subjective
- Potential violations should be addressed according to GP 4.6 before the policy is monitored
- Discussion? Questions?

Policy Follow-up

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Policy Follow-up

- Ends Policies
  - Operational interpretation not reasonable – try to resolve based on workshop conversation prior to Board vote. If Board votes that OI is not reasonable – agree on date for re-monitoring.
  - Reasonable progress not made – Board and superintendent agree on schedule for reports on the plan to make reasonable progress in the current and future school years.

- Executive Limitation Policies
  - Operational interpretation not reasonable and/or policy is out of compliance
  - Board and superintendent agree on schedule for re-monitoring

- Board Management Delegation and Governance Process Policies
  - Is the Board's behavior out of compliance with the policy
  - Board specifies behavior needing improvement or opportunity for continuous improvement and commitment made/action taken with due dates.

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Policy Updates

- Ends achieved not aligned with Board expectations? Additional ends the Board wishes to monitor?
- Executive Limitations – Policies too restrictive/obsolete? Updates needed due to statutory changes? Other operational areas the Board wishes to specifically oversee/inspect?
- Board Management Delegation and Governance Process – updates needed?

- Board can make summarizing comments when policy is monitored to reflect specifics of discussion that prompt a policy review.
- Board discussion to identify specific updates to be considered. Board vote to refer to policy committee.

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Questions?

Eden Prairie School Board
2023–24 WORK PLAN CHANGES
"Proposed" Changes
March 25, 2024

Date of Meeting/Workshop	Changes Requested
Monday, March 25, 2024	
Monday, April 8, 2024 – *Workshop*	- **ADD:** - *Schedule Two (2) Dates for New Candidate Information Sessions*
Monday, April 22, 2024	
Monday, May 13, 2024	
Tuesday, May 28, 2024	
Monday, June 10, 2024 – *Workshop*	
Monday, June 24, 2024	
Placeholder – General Board Work	
Placeholder – Policy Review	

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings
March 25, 2024

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			

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Board Meeting or Board Workshop Type, Date and Time	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes	Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
****2024**** Annual Organizational Meeting *Mon*, Jan 8, 2024 6:00 PM			• 2024 Annual Organizational Mtg. - Election of Officers - School Board Compensation - School Board Calendar • School Board Meeting Calendar: January 1, 2024, through June 30, 2024 • Resolution for Combining Polling Places for the General Elections for 2025 • Appointment of Intermediate District 287 Representative		• 2024 Annual School District Organizational Items: - School District Newspaper - School District Depository/Financial Institutions - Money Wire Transfers - Early Claims Payment - School District Legal Counsel - School District Responsible Authority - Deputy Clerk & Deputy Treasurer - Facsimile Signature Authorization - Authorization to Sign Contracts - Local Education Agency (LEA) Representative - MDE Designation of Identified Official with Authority (IoWA)		
Board Workshop Mon, Jan 8, 2024 6:30 PM Convene following the Annual Organizational Meeting							• BDC Speaker • 2024 Committees & Outside Organization Discussion • Budget: 5-Year Financial Forecast

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

March 25, 2024

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							• Legislative Impacts to Financial and Program Stability • Confirm agenda for next Board Workshop
Board Meeting Mon, Jan 22, 2024 6:00 PM		• FY 2024-25 Final School Calendar *(Draft)* • FY 2025-26 Preliminary School Calendar *(Draft)* • FY 2024-25 Budget Timelines – *First Reading* • FY 2024-25 Budget Assumptions – *First Reading*	• FY 2023-24 Mid-Year Budget Approval • ~~Approval FY 2023-24 Mid-Year School Board Budget~~ *(duplicate, see 12/11/23)* • Record of Board Self-Evaluation • Closed Session – Purchase or Sale of Property (Minnesota Statue 13D.05, Subdivision 3(c)	2024 School Board Committee & Outside Organization Assignments	• Monthly Reports • FY 2024-25 Bus Purchase	Ends 1.2 Update	
Post Meeting Board Workshop Mon, Jan 22, 2024							School Board Meeting Self-Assessment
Board Workshop Mon, Feb 12, 2024 6:00 PM							• ~~Finance Overview~~ • Artificial Intelligence Working Group Report • ~~Agenda Items: Walk-through School Board Agenda~~

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

March 25, 2024

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							• ~~Sample Agenda & Discussion of Agenda Elements~~ • ~~Source of Agenda Items: Board Request for Information; Superintendent Information; Agenda Timeline~~ • Community Linkage: Discuss Goals & Format for Community Engagement • Discuss Measuring What Matters (MWM) • Confirm agenda for next Board Workshop
Board Meeting Mon, Feb 26, 2024 6:00 PM			Record of Board Self-Evaluation		• Monthly Reports • Approval of FY 2024-25 School Calendar • Approval of Preliminary FY 2025-26 School Calendar • American Indian Education Report	• ~~Achievement & Integration Budget~~ • Ends 1.3 Update	
Post Meeting Board Workshop Mon, Feb 26, 2024							School Board Meeting Self-Assessment

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings
Board Workshops
Other Meetings

March 25, 2024

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, Mar 11, 2024 6:00 PM							• Discuss Screen Time/Face-to-Face Risks • Discuss Board Workshop Training/Retreat (on the Work Plan) • Mechanics of Monitoring • Confirm agenda for next Board Workshop
Board Meeting Mon, Mar 25, 2024 6:00 PM		• FY 2024-25 Capital Budget – *First Reading*	• Final FY 2024-25 Budget Assumptions • Record of Board Self-Evaluation	• Identify Topic for June Inspiring News Article	• Monthly Reports • Resolution to Release Probationary Teachers	Ends 1.5 Update	
Post Meeting Board Workshop Mon, Mar 25, 2024							School Board Meeting Self-Assessment
Board Workshop Mon, Apr 8, 2024 6:00 PM							• Academic Vision Process & Planning • *Schedule two (2) dates for New Candidate Information Sessions* • FY 2024-2025 Annual Work Plan Calendar Discussion

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings

Board Workshops

Other Meetings

March 25, 2024

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
							•Discussion/Review all items in Placeholder area on "Work Plan Changes Document." •FY 2024-2025 School Board Meeting Calendar Discussion •FY 2024-2025 School Board Budget Discussion •Discuss Policy Change Process (Timelines and Process for Monitoring and Changes in Policy) • New Policy Introductions •Inspiring News/MWM Discussion •Confirm agenda for next Board Workshop
Board Meeting Mon, Apr 22, 2024 6:00 PM		• FY 2024-25 School Board Work Plan – *First Reading* • FY 2024-25 School Board Budget – *First Reading*	•Approval of FY 2024-25 Capital Budget •Approval of FY 2024-25 School Board Meeting Calendar	Approval of Inspiring News Article for June	•Monthly Reports	• Crisis Management: Legislation Impacts	

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

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March 25, 2024

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			33
			•*Closed Session:* Negotiation Strategy (MN Statue 13D.03,Subd.1) •Record of Board Self-Evaluation			•*Closed Session:* Safety & Security (MN Statue 13D.05, Subd. 3(d))	
Post Meeting Board Workshop Mon, Apr 22, 2024							School Board Meeting Self-Assessment
Board Workshop *Training/Retreat* **Date/Time/Location TBD**							Retreat/Training Workshop
Board Workshop Mon, May 13, 2024 6:00 PM							Confirm agenda for next Board Workshop
Board Meeting Tues, May 28, 2024* 6:00 PM *Due to Memorial Day on Monday May 27, 2024		•FY 2024-25 Budget – *First Reading* •FY 2024-25 School Meal Prices - *DRAFT*	• Approval of FY 2024-25 School Board Work Plan •Approval of FY 2024-25 School Board Budget •Record of Board Self-Evaluation		•Monthly Reports		
Post Meeting Board Workshop Tues, May 28, 2024							•School Board Meeting Self-Assessment

EDEN PRAIRIE SCHOOL BOARD
2023-2024 ANNUAL WORK PLAN

Board Meetings
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Other Meetings

March 25, 2024

Board Meeting or Board Workshop Type, Date and Time	Board Work				Supt Consent Agenda Items (Human Resources & Business Services Reports)	Board Education & Required Reporting	Workshop Topic(s)
	Policy Monitoring Ends, EL, BMD & GP Monitoring	Decision Preparation	Required Board Action	Board Action on Committee Reports & Minutes			
Board Workshop Mon, June 10, 2024 6:00 PM							• General Fund Budget Q&A • All Ends 1.1 – 1.6 OI's • CLC: Inspiring News Top Discussion – *1st Draft* (2023-2024) • Confirm agenda for next Board Workshop
Board Meeting Mon, June 24, 2024 6:00 PM	OI's for FY 2024-25 all Ends 1.1 through 1.6		• Approval of FY 2024-25 Adopted Budget • ISD 287 10-Year Facilities Maintenance Resolution • Approval of FY 2024-25 School Meal Prices • sRecord of Board Self-Evaluation	Identify Topic for Inspiring News for September 2024	• Monthly Reports • EPS 10-Year Facilities Maintenance Plan • Q-Comp Annual Report • Summary Update of General District Policies • Annual Review of District Mandated Policies • MSHSL Resolution for Membership		
Post Meeting Board Workshop Mon, Jun 24, 2024							• School Board Meeting Self-Assessment